

December 2013

Dear Title III Instructional Leaders,

We are thankful to the directors who have completed the USED survey I emailed you prior to the holidays asking you to provide your district's professional development activities for the 2012- 2013 school year. Your local efforts are pivotal toward improving teaching and learning.

**Teacher Quality/Preparation:** While sustaining the SIOP professional learning and monitoring its implementation with fidelity, we plan to enrich the sheltered instruction training by incorporating a strong focus on reading and writing. Therefore, we are offering Training of Trainers model developed by the Center for Applied Linguistics (CAL) called “**What’s Different about Teaching Reading and Writing to Students Learning English?**” If you are interested in sending a staff to this Train the Trainer workshop, please share the attached notification. Applicants are requested to email a letter of interest along with two support letters by January 30, 2014. Our training dates will take place on May 20-21; and June 24-25. We will cover the trainer’s fee for the initial training along with the summer coaching, and meals during the trainings and the follow up coaching. **You may use Title III funds to cover your trainer’s travel and hotel cost along with \$180 for the training packet.** Please budget your Title III application/ amendment accordingly.

**Aligning Teaching to the Standards:** In an effort to support literacy and numeracy for ELs, Stanford University created several instructional units in mathematics and language arts for ELs. The units infuse common core and English Language Development standards. The link for mathematics units is: [http://ell.stanford.edu/teaching\\_resources/math](http://ell.stanford.edu/teaching_resources/math)

The link for language arts units is:

[http://ell.stanford.edu/teaching\\_resources/ela](http://ell.stanford.edu/teaching_resources/ela)

**Entrance and Exit Protocol (EEP):** Remember to apply the statewide entrance and exit protocol when identifying, placing and exiting all ELs including new students. We have revised the EEP document posted on the

website to reflect the use of WIDA. Pay close attention to the Entrance Protocol chart on page 13 and Exit Protocol chart on page 26. Additionally, review the section on 11<sup>th</sup> grade testing using MME and local assessments on page 30, and Table 8 on page 29.

**Data Quality:** We are thankful to everyone for improving local data accuracy. As we prepare Michigan's annual report to USED, I noticed that we still have over 6,000 ELs not tested on ELPA and we attribute that to several possible reasons including proper coding and identification. Let's remember the following:

1. When completing the Home Language Survey, districts ought to explain to parents how to complete the document, and the benefits of accurate home-language reporting. If a student's home language or the primary language is a language other than English, the student needs to be screened on WIDA APT. However, Screening on WIDA APT does not make the student eligible for EL/Title III services since the student should take other measures (reading and math assessments) to determine eligibility. (Refer to the Statewide Entrance Protocol document). **Please do not code the student as LEP on MSDS unless you are certain they met the criteria to qualify.**
2. The first Home Language Survey completed by a student's parent overrides subsequent Home Language surveys completed in other districts that the student may enroll in over the course of their K-12 education. Subsequent 'receiving' districts need to follow through on assessments and services to eligible students based on the initial/first home language information. The 'sending' district should cooperate with the 'receiving' district to ensure that proper documents and assessment results are forwarded timely. MSDS has historical information on LEP students and district personnel should use it to determine next steps including WIDA assessment and EL services. **Remember to verify on MSDS if your students were historically LEP and ensure they are served and tested if they are LEP.**
3. Include in your parent notification letter a section where you inform parents that they have the right to waive or accept Title III services on an annual basis, and **that such students must continue to take the WIDA spring assessments until they are proficient.**

4. If a student is inaccurately coded as LEP in MSDS, the district can make the correction **prior to certifying the data** and uploading it onto MSDS at each collection window (fall, spring and end of year). **Once a student is entered a LEP on MSDS and the data is certified**, MDE and CEPI are unable to undo the LEP designation.
5. Ensure that all eligible ELs have a language other than English (home language or native language) entered in MSDS. In order for a student to be eligible for Title III funding, at least one of the languages reported must not be English. If students are immigrant but not LEP, they should **not** be tested.

**Accountability: The Annual Measurable Achievement Objectives (AMAO)** target for 2013/2014 school year is 21% for AMAO # 2 (proficiency). We are planning to submit a waiver request to USED regarding AMAO # 1 which allows us to skip calculating AMAO # 1 for the 2013/14 school year. We will be seeking public comments on this request officially within the next week or so via an eblast message to all local superintendents that will be sent from Venessa Keesler, MDE's Deputy Superintendent. Title III directors will be asked to provide comments regarding our waiver request indicating support or disapproval of the waiver request. I highly encourage you to provide your comments timely as they are a prerequisite to the approval process. Please state if you support MDE in submitting an AMAO waiver to USED and include your reasons briefly.

**AMAO-Best Practice:** In order for districts to meet the AMAOs, we kindly urge local teams to implement the following best practices along with many others you have in place:

1. Identify the ELD standards students are struggling with and infuse training on such standards in your professional development to EL staff and administrators;
2. Identify the students who did not make 4 scale score gain on ELPA in 2012/13 along with the standards they did not master. Group the students accordingly, determine an intervention plan, implement the plan, progress-monitor and evaluate effectiveness of the intervention;

3. Use formative and interim assessment to monitor students' progress toward achieving the identified ELP standards; adjust teaching accordingly.

**Onsite visits:** We have finalized the 2013/2014 schedule for **on-site visits or desk reviews**, and we are in the process of sending announcing letters to districts. The MDE is using a new monitoring system called GEMS and all onsite visit notifications and announcing letters will be emailed to you through GEMS. Our visits will be preceded by a telephone conversation between our office staff and you/your designee in order to coordinate the visit, and address inquiries you may have regarding the appropriate documentation. A brief training module on the use of the GEMS monitoring system is available to district teams. We encourage all districts to access the information related to on-site monitoring regardless of when they are scheduled for monitoring. Anyone having trouble getting authorization to access GEMS can contact Tom Freeland [freelandt@michigan.gov](mailto:freelandt@michigan.gov) in the GEMS office. Those who have questions after getting the GEMS authorization, going through the training and accessing the resources in GEMS, may contact their field services representative. The training module is at the OFS website [www.michigan.gov/ofc](http://www.michigan.gov/ofc), click [On Site Review Materials \(Updated 11/20/13\)](#)

**Title III Indicators Self-Assessment Checklist:** Districts are required to complete the Title III Indicators' Self-Assessment Checklist every three years, when significant programmatic changes have taken place, or when an on-site /desk-review has been scheduled. Please if this rule is applicable to your district, submit the Indicators to [Ofsspecialpops@michigan.gov](mailto:Ofsspecialpops@michigan.gov)

As always, Maria Silva and I strive to provide you with the support needed to ensure successful program planning, implementation and evaluation.

Best Regards and happy holidays to all,

Shereen Tabrizi, Ph.D.

Special Populations Unit Manager & Title III Director Office of Field Service-MDE

Attachment: Training the Trainer Notification